



<b>Course title:</b>	Political Social Work	
<b>Course #/term:</b>	SSW 640 001, Winter 2022	
<b>Time and place:</b>	Wednesdays, 9:00 AM - 12:00 PM	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundation Essentials	
<b>Instructor:</b>	Justin D. Hodge, LMSW-Clinical and Macro	
<b>Pronouns:</b>	He/him/his	
<b>Contact info:</b>	<b>Email:</b> hodjusti@umich.edu	<b>Phone:</b> (734) 647-8891
	You may expect a response within 48 hours (unless otherwise noted)	
<b>Office:</b>	4688 SSWB	
<b>Office hours:</b>	By appointment	

## 1. Course Statement

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### a. Course description

This course will introduce students to political social work, which is social work practice, theory, and research that focuses on the use of policy and politics to create social change. Students will gain an understanding of how politics impacts their lives as well as the lives of those served by social workers on both a micro and macro level. This course will prepare students for work in political settings, such as on advocacy and electoral campaigns, as staff for elected officials, and running for office themselves. Students will develop practice skills for policy advocacy and engaging with policymakers, influencing policy agendas, and empowering clients to become politically engaged. Students will critically examine the role of social workers in politics throughout history and the ethics that govern practice in political settings. Finally, students will develop a political engagement plan to facilitate their continued involvement.

### b. Course objectives and competencies

In this course, students will learn how to:

- Describe the history of political social work and the field's engagement in social and political action;

- Describe political social work theories and current research;
- Identify the five domains of political social work and strategies to make change in a variety of practice settings;
- Apply social work research-practice, engagement, assessment, intervention, and evaluation skills to political settings;
- Describe the ethical responsibility of social workers to engage in political social work and explore methods to manage ethical dilemmas;
- Develop skills to engage in electoral, advocacy, and voter engagement campaigns;
- Identify strategies and skills to facilitate discussion across political divides;
- Apply skills for political engagement to advance social, economic, and environmental justice;
- Explore careers in political social work and develop a personal plan for engagement

**c. Course design**

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises. The course will be offered primarily in person with the possibility of a flipped-class or hybrid structure.

**d. Intensive focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Issues related to privilege, oppression, diversity, and social justice will be explored through a political lens. This course will focus on providing students with the tools to advance social justice through engagement in policy and politics. Students will gain skills to engage marginalized groups and those typically excluded from the political process in making change in their communities.

## 2. Class Requirements

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### a. Text and class materials

All materials will be provided on Canvas. Students are expected to have completed all assigned readings prior to class. Readings may be changed due to visits by guest lecturers, special circumstances, and student needs. I will aim to make any changes to readings two weeks in advance.

### b. Class schedule

<b>Date/Time</b>	<b>Agenda</b>	<b>Required Readings &amp; Assignments</b>
<b>Session 1 January 5</b>	<b>Social Work &amp; Politics</b>	<b>Read:</b> Syllabus
<b>Session 2 January 12</b>	<b>History, Theory, &amp; Research</b>	<b>Watch:</b> Recorded Lecture on “Political Social Work Theories & Research” on Canvas  <b>Read:</b> Pritzker, S., & Lane, S. R. (2013). Political Social Work. In Encyclopedia of Social Work. NASW Press and Oxford University Press. <a href="https://doi.org/10.1093/acre/fore/9780199975839.013.295">https://doi.org/10.1093/acre/fore/9780199975839.013.295</a>  Robert Fisher (1995) Political Social Work, Journal of Social Work Education, 31:2, 194-203, DOI:10.1080/10437797.1995.10672257
<b>Session 3</b>	<b>Power &amp; Strategy</b>	<b>Watch:</b> “How to understand

<p><b>January 19</b></p>		<p>power” by Eric Liu on Canvas</p> <p><b>Read:</b> Chapter 4: Power, Engagement, and Conflict from <i>Political Social Work</i> by Shannon Lane and Suzanne Pritzker</p>
<p><b>Session 4 January 26</b></p>	<p><b>Ethics</b></p>	<p><b>Watch:</b> Recorded Lecture on “Ethics in Political Social Work” on Canvas</p> <p>Recorded Lecture on “NASW &amp; IFSW Code of Ethics” on Canvas</p> <p><b>Read:</b></p> <p><i>National Association of Social Workers (NASW) Code of Ethics.</i> NASW - National Association of Social Workers. (n.d.). Retrieved from <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a></p> <p><i>Global Social Work Statement of Ethical Principles.</i> International Federation of Social Workers. (2018, July 2). Retrieved from <a href="https://www.ifsw.org/global-social-work-statement-of-ethical-principles/">https://www.ifsw.org/global-social-work-statement-of-ethical-principles/</a></p>
<p><b>Session 5 February 2</b></p>	<p><b>Engaging Individuals and Communities in Political Processes</b></p>	<p><b>Watch:</b> Recorded Lecture on “Political Justice” on Canvas</p> <p><b>Read:</b> <i>Civic Engagement</i></p>

		<p><i>among Low-Income and Low-Wealth Families: In Their Words</i>  Author(s): Amanda Moore McBride, Margaret S. Sherraden and Suzanne Pritzker  Source: Family Relations, Vol. 55, No. 2 (Apr., 2006), pp. 152-162  Published by: National Council on Family Relations</p>
<p><b>Session 6</b>  <b>February 9</b></p>	<p><b>Influencing Policy Agendas and Decision-making</b></p>	<p><b>Watch:</b> Interest Groups: Crash Course Government and Politics #42 on Canvas</p> <p>Interest Group Formation: Crash Course Government and Politics #43</p> <p><b>Read:</b> Barbra Teater (2008) Influencing State Legislators: A Framework for Developing Effective Social Work Interest Groups, Journal of Policy Practice, 8:1, 69-86, DOI: 10.1080/15588740802282540</p> <p>Miller-Cribbs, J. E., Cagle, B. E., Natale, A. P., &amp; Cummings, Z. (2010). Thinking about Think Tanks: Strategies for Progressive Social Work. In Journal of Policy Practice (Vol. 9, Issues 3–4, pp. 284–307). Informa UK Limited.  <a href="https://doi.org/10.1080/15588742.2010.487251">https://doi.org/10.1080/15588742.2010.487251</a></p>
<p><b>Session 7</b></p>	<p><b>Voting Rights</b></p>	<p><b>Explore</b> the resources in</p>

<p><b>February 16</b></p>		<p>the <i>Who Should Have the Right to Vote?</i> Toolkit designed by Professor Justin D. Hodge</p>
<p><b>Session 8 February 23</b></p>	<p><b>Engaging with Political Parties</b></p>	<p><b>Do:</b> Pew Political Typology Quiz</p> <p><b>Watch:</b> Political Ideology: Crash Course Government and Politics #35</p> <p>Political Parties: Crash Course Government and Politics #40</p> <p>Party Systems: Crash Course Government and Politics #41</p> <p>Political Party Structures by Professor Justin D. Hodge</p> <p>Why Can't Third Parties Take Off? - The Atlantic</p>
<p align="center"><b>March 2: SPRING BREAK - NO CLASS</b></p>		
<p><b>Session 9 March 9</b></p>	<p><b>Holding Professional and Political Staff Positions</b></p>	<p><b>Watch:</b> Bureaucracy Basics: Crash Course Government and Politics #15</p> <p>Types of Bureaucracies: Crash Course Government and Politics #16</p> <p><b>Read:</b> Ballotpedia - Civil Service</p> <p>“Elected Versus Appointed Officials” by Paul Rader</p> <p>“Ratcliffe’s Withdrawal Reveals Trump Still Doesn’t</p>

		Understand Appointments” by David A. Graham
<b>Session 10</b> <b>March 16</b>	<b>Engaging with Electoral Campaigns (Candidates)</b>	<b>Watch:</b> Election Basics: Crash Course Government and Politics #36  We're Doing Elections Wrong   Patriot Act with Hasan Minhaj  Political Campaigns: Crash Course Government and Politics #39
<b>Session 11</b> <b>March 23</b>	<b>Field Trip</b>	<b>To be determined based on event</b>
<b>Session 12</b> <b>March 30</b>	<b>Engaging with Electoral Campaigns (Ballot Initiatives)</b>	<b>Watch:</b> How ballot initiatives will impact voter turnout in the 2018 midterms  <b>Read:</b> “Initiative, Referendum and Recall” by National Conference of State Legislatures  “How Democratic Are Ballot Initiatives?” by Liz Essley Whyte  “American Voters Are Turning to Direct Democracy” by Vann R. Newkirk II  “How to Change Policy Without Politicians” by Olivia Paschal  “Where It’s Legal to Reverse the Vote of the People” by Sarah Holder

		<p>MAKING BALLOT INITIATIVES WORK: SOME ASSEMBLY REQUIRED</p> <p>Source: Harvard Law Review, Vol. 123, No. 4 (FEBRUARY 2010), pp. 959-980</p> <p>Published by: The Harvard Law Review Association</p>
<p><b>Session 13</b> <b>April 6</b></p>	<p><b>Seeking and Holding Elected Office</b></p>	<p>See Canvas for materials to prepare for the in-class activity</p>
<p><b>Session 14</b> <b>April 13</b></p>	<p><b>Wrap-up</b></p>	<p>Come prepared to discuss your final assignment</p>

**c. Assignments**

Assignment instructions are posted on Canvas in the “Assignments” section.

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
Your Political Social Work Present	Various	25% each
Your Political Social Work Future	12/8/2021	25%

**Your Political Social Work Present**

In this assignment, you will select three activities to engage in that fall within one or more of the political social work domains:

1. Engaging individuals and communities in political processes
2. Influencing policy agendas and decision-making
3. Engaging with political parties
4. Holding professional and political staff positions
5. Engaging with electoral campaigns



## 6. Seeking and holding elected office

All three activities may be within the same domain or you may engage in different ones. After you engage in the activity, complete a 1 to 2 page double spaced paper or 3 to 7 minute video/audio recording that covers the following:

- Overview of the activity
- Your reasoning for selecting it
- What you learned and how you will apply it
- The value of social workers being involved in the activity

Some examples of activities can include:

- Participating in a voter registration drive
- Participating in a voter education event
- Contacting one of your elected officials about a policy area of interest
- Attending a political party meeting
- Volunteering on a campaign

You have the whole semester to complete this assignment, but I recommend that you space them out so you do not get overwhelmed.

For extra credit, you may complete additional "Your Political Social Work Present" assignments. You may complete as many of these as you would like.

## **Your Political Social Work Future**

Complete a 3 to 4 page double spaced paper or 6 to 10-minute video/audio recording that answers the following questions:

1. What was the most impactful lesson that you learned in class?
2. What was the most impactful action that you took as a result of the class?  
This may be an activity that you engaged in from assignment 2 or something else.
3. How has what you learned and did this semester changed your thinking about political engagement and social work's role in politics?
4. In what ways will you continue to be politically engaged?

#### **d. Attendance and class participation**

Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information.

#### **e. Grading**

Please review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#).

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

100+	A+	77-79	C+
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

#### **f. Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.]

#### **g. COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your

participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

#### **h. Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*